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TIP for NCTA

China and Normal Trade Relations with the U.S.

Purpose: Students will analyze China's trade relations with the U.S. and the world. The students will evaluate the effects of China's economic status including membership in the World Trade Organization.

Standard: Economics (Grades 11 and 12): Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices in an interdependent world.

Benchmark C: Explain how worldwide trade, specialization, and interdependence among countries effect standard of living and economic growth.

Indicator #5: Identify reasons for and impact of multinational economic organizations and world trade organizations.

Grade Level and Courses: Senior Government, AP U.S. Government and Politics, AP Comparative Government.

Materials: Main Text: Remy, Richard C., United States Government: Democracy in Action, Glencoe McGraw-Hill, Westerville, OH 1998 (Chapter 28).

Main Text: Kesselman, Mork, Krieger, Joel, Joseph, William A., Introduction to Comparative Politics, 3rd Edition, Houghton-Mifflin, Boston, MA 2004 (Chapter 13).

Websites:

China in the WTO: The Debate, www.fpif.org/briefs/vol4/ufn38china.html.

The High Cost of China WTO Deal, www.epinet.org/issuebriefs/16137.html.

China Post WTO, www.chinadaily.com/cn/chinagate/wto.html.

Congressional Digest: June 1, 2000 or at <http://www.pro-and-con.org/members/articleprint.asp>.

Skills: Comparative study of economic and political systems and understanding two sides (or more) of an issue.

Procedures: After reading the texts (Chapter 13 or Chapter 28) and discussing U.S. trade relations and the World Trade Organization procedures, we will discuss the following questions:

Why did it take 15 years for China to be accepted in the WTO?

After six years, has China followed the WTO requirements?

How has the membership affected China? The US? The World?

What is the role importance of the developmental state to Chinese economics?

What is the ultimate purpose of their economy? (Not, individual wealth)

Why did China want to join the WTO?

How does past Western domination affect Chinese decisions?

Should China be given “Normal Trade Relations” status in U.S. trade law?

Activities: The students will get into groups of three or four and be assigned a pro or con position regarding the granting of “Normal Trade Relations” status with China. The group will make a 3-5 minute presentation to the class. Then the class will vote. Lastly, each student will write a one page response essay on what they learned and how the resolution or vote will effect China and the U.S.

Structure:

Day One: Make group assignments and give access to the information.

Day Two: Fifteen minutes for groups to plan and rehash presentation. Last 30 minutes for presentations and discussion.

Assessment: The students will receive a participation grade and evaluation on the response paper.

Reflection: The lesson plan will take approximately two days. I will proactively differentiate the process as it progresses depending on student abilities and comprehension.